



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

Hwy 264, MP 397 Behind Police Station, Keams Canyon, AZ 86034

Hopi Jr/Sr High School

AZ LEARNS¹

High School Achievement Profile ^(a)

2004-05	Performing
2003-04	Performing
2002-03	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Not Met
2003-04	Not Met
2002-03	Not Met

School Improvement Status ^(b)

2004-05	SI Year 2
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Dr. Paul E. Reynolds
 Schedule : 07:00 AM to 05:00 PM
 Grades : 9-12
 2005 Enrollment : 550
 Web Address : www.hjshs.k12.az.us
 Phone Number : (928) 738-5111
 Fax Number : (928) 738-5333
 E-mail : pereynolds2000@yahoo.com

Mission

It is the sincere belief of Hopi Jr/Sr High School that all children can learn. Students shall be provided the educational opportunity to participate in their education and to reach their maximum potential. We recognize the diversity of Native American culture and traditions and affirm this diversity whenever and wherever possible. The school shall instill a desire for students to attend school daily, increase parent and community involvement and create a positive environment for learning.

School / Academic Goals

- ü Utilize recently adopted curriculum and scope and sequence. The curriculum has been rewritten to incorporate all Arizona Academic Standards. Incorporate North Central Association Performance Based Accreditation goals and objectives for 2002-07.
- ü Provide instructional staff, parents, students and community with training and information in the State mandated Arizona Instrument to Measure Standards (AIMS) to ensure understanding of new high school graduation requirements for the class of 2006.
- ü Improve student planning and organizational skills in order to prepare students for post secondary educational opportunities. Provide students with upper level course offerings and concurrent college classes in order to receive college credit.
- ü Establish a partnership with the Hopi Tribe Work Investment Act Program and Northland Pioneer College to create a vocational education program that would offer concurrent college classes for credit and incorporate an apprenticeship work program.

Enrollment

October 1, 2004 School Year Student Enrollment : 561
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 500

Instructional Programs

- ü Arizona Standards Curriculum Alignment
- ü Technology-based Learning
- ü Vocational Education/ADE CTE Aligned
- ü Concurrent College Courses Offered (NPC)
- ü After-school Tutoring Program
- ü On-site Special Education Program
- ü Gifted and Talented Program
- ü National Honor Society/NJHS

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/17/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Hopi Jr/Sr High is accredited by North Central Association. The school's mission statement and student handbook have been updated by a committee composed of parents, dean of students, counselors, and principals. The student handbook was approved by the superintendent and adopted by the Hopi Jr/Sr High School Governing Board. Students and parents reviewed the handbook and have signed a form that they have read and understood its contents regarding school discipline and consequences of behavior.

Parents

Parents have the responsibility to ensure that students attend school, provide proper clothing and nourishment for students, comply with school disciplinary goals, check students progress and homework requirements, communicate with teachers regarding student progress, familiarize themselves with school curriculum objectives, attend school functions like parent teacher conferences, provide support to students involved in extracurricular activities, and direct inquiries to school officials.

Transportation Policy

Hopi Jr/Sr High School is located in Polacca, Arizona, on the Hopi reservation in Northeast Arizona. Transportation to and from school spans a distance of over eighty miles which includes off reservation travel on the Navajo reservation. Students are transported over twenty-two hundred miles daily by twenty two school buses which travel on improved and unimproved roads. The school has a closed campus and visitors must sign in with security before being allowed access to the school facilities.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Harvard Honoring Nations Award/High Honors Recipient	2000
ü Boys/Girls 3A Cross Country State Champions	2003
ü JROTC formal inspection designated top 10 % in nation	2004
ü Boys 3A Cross Country State Champions	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	127	127	69846	95	95	100	680	680	699	37	37	21	19	19	11	41	41	49	3	3	18
All Students (Prior Year)	139	139	65934	99	99	100	481	481	492	57	57	43	22	22	18	15	15	24	6	6	15
Female	57	57	34328	93	93	99	686	686	702	30	30	19	17	17	12	49	49	51	4	4	18
Male	67	67	35509	92	92	100	676	676	696	42	42	23	21	21	11	34	34	48	3	3	18
African American	--	--	3535	--	--	100	--	--	677	--	--	31	--	--	15	--	--	46	--	--	8
Hispanic	--	--	23363	--	--	100	--	--	680	--	--	32	--	--	16	--	--	45	--	--	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	124	124	4785	94	94	100	679	679	671	38	38	39	19	19	17	40	40	39	3	3	5
White	NC	NC	36421	NC	NC	99	NC	NC	714	NC	NC	12	NC	NC	8	NC	NC	54	NC	NC	26
Students with Disabilities	28	28	7690	100	100	100	654	654	593	77	77	64	15	15	14	8	8	21	0	0	2
Students without Disabilities	99	99	62220	74	74	99	688	688	712	26	26	16	20	20	11	50	50	53	4	4	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	--	--	21421	--	--	92	--	--	686	--	--	35	--	--	15	--	--	43	--	--	7
Non-Economically Disadvantaged	127	127	48489	95	95	100	680	680	704	37	37	15	19	19	10	41	41	52	3	3	23

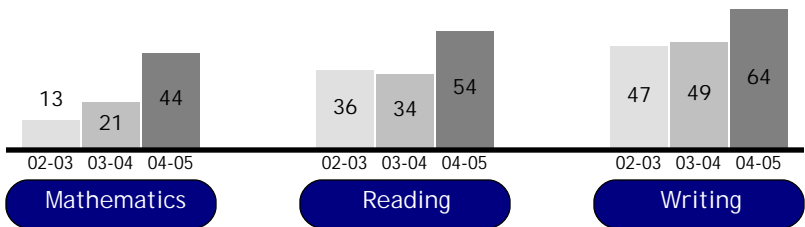
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	136	136	71311	97	97	100	680	680	694	9	9	7	37	37	21	52	52	63	2	2	9
All Students (Prior Year)	145	145	68162	99	99	100	487	487	509	27	27	18	40	40	24	32	32	51	2	2	8
Female	64	64	34899	98	98	100	684	684	700	3	3	5	40	40	19	53	53	66	3	3	10
Male	72	72	36430	96	96	100	674	674	688	15	15	9	34	34	22	49	49	61	1	1	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	--	--	24056	--	--	100	--	--	672	--	--	13	--	--	31	--	--	53	--	--	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	132	132	5110	96	96	100	678	678	661	9	9	14	37	37	38	52	52	46	2	2	2
White	NC	NC	36841	NC	NC	99	NC	NC	713	NC	NC	3	NC	NC	12	NC	NC	72	NC	NC	13
Students with Disabilities	28	28	8021	100	100	100	643	643	590	36	36	27	48	48	42	16	16	29	0	0	1
Students without Disabilities	109	109	63379	78	78	100	688	688	707	3	3	5	34	34	18	60	60	68	3	3	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	--	--	22243	--	--	93	--	--	677	--	--	14	--	--	32	--	--	51	--	--	3
Non-Economically Disadvantaged	137	137	49157	99	99	100	679	679	702	9	9	4	37	37	16	52	52	69	2	2	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	133	133	70868	95	95	100	681	681	688	1	1	5	35	35	23	63	63	63	1	1	9
All Students (Prior Year)	145	145	67629	99	99	100	506	506	524	28	28	22	23	23	16	48	48	59	1	1	3
Female	62	62	34710	95	95	99	684	684	697	0	0	3	29	29	19	71	71	66	0	0	12
Male	71	71	36176	95	95	100	678	678	678	2	2	7	42	42	27	55	55	59	2	2	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	--	--	23868	--	--	100	--	--	670	--	--	9	--	--	33	--	--	55	--	--	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	129	129	5001	93	93	100	680	680	661	1	1	9	37	37	41	62	62	48	1	1	2
White	NC	NC	36710	NC	NC	99	NC	NC	702	NC	NC	2	NC	NC	15	NC	NC	69	NC	NC	13
Students with Disabilities	27	27	7900	100	100	100	662	662	580	4	4	22	42	42	49	54	54	28	0	0	1
Students without Disabilities	107	107	63054	77	77	99	685	685	701	0	0	3	35	35	20	64	64	67	1	1	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	--	--	21994	--	--	92	--	--	673	--	--	10	--	--	36	--	--	52	--	--	3
Non-Economically Disadvantaged	134	134	48960	96	96	100	681	681	694	1	1	3	36	36	18	62	62	67	1	1	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	N
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	90	26	26	41	85	24	NA	42	98	42	42	51
	Language	96	29	29	42	85	29	29	42	98	44	44	50
	Mathematics	96	44	44	60	84	45	45	63	98	35	35	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 3 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 10 Parent(s)
- 5 Community Member(s)
- 5 Student(s)

Council Duties

- ü Cultural Awareness Activities
- ü Instructional Strategies
- ü Curriculum Development
- ü Parental Involvement Training
- ü Extracurricular Activities
- ü Student Discipline

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	49.00
Other Professional Staff	7.00	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	15	3	0
4 to 6 years	6	3	0	0
7 to 9 years	4	5	1	0
10 or more years	1	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	37
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Laptop Computers for Student Check-out
- ü Student Internet accessibility
- ü IITV Media Room with NAU Courses
- ü Vocational Education classrooms

Extracurricular Activities

- ü Academic Decathlon Team
- ü AISES science club
- ü Student Council
- ü AIA sanctioned chess team
- ü National Junior/Senior Honor Societies
- ü JROTC color guard, marksmanship team
- ü Junior and Senior Close Up Clubs
- ü Harvard University summer program

Social Services

- ü Counseling/Hopi Guidance Center
- ü Two PlusTwo PlusTwo College Program
- ü Hopi Youth Wellness Court
- ü Hopi Tribe's Workforce Investment Act
- ü Alcohol Substance Abuse Counselor
- ü Gang Prevention Team
- ü Students Against Destructive Decisions
- ü Prenatal/Parenting Assistance

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Tera Nova test scores used to establish baseline data for grades 7-9. AIMS results in writing, reading, and mathematics improved and were competitive with test results for schools within Navajo county and the Hopi and Navajo reservation schools.
- ü Implementation of the North Central Association (NCA) Performance Based Accreditation. HJSHS had no violations cited last school year and is currently developing its next five year school improvement plan.
- ü Hopi Junior Senior High School's Junior Reserve Officer Training Corp (JROTC) program received first place honors at the Winslow parade. The JROTC color guard has presented colors at the Phoenix Suns home game in Phoenix during the 2004-2005 season.
- ü The Hopi Junior Senior High School art department competed in The Museum Of Northern Arizona, Heard Museum, and Navajo County Fair with many artists taking red, white, and blue ribbons for drawings, acrylic paintings, and computer generated artwork.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	12	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	77	96	95	81
Retention Rate ⁹	11	1	1	3
Dropout Rate ¹⁰	5	0	1	6
Status Unknown ¹¹	4	0	1	4
Graduation Rate ¹²	83	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Hopi Jr/Sr High School is a closed campus and has a security check in when entering and exiting its campus. The student handbook has serious consequences for possession of weapons, drugs, alcohol and behavior not conducive to an educational setting. Hopi Junior Senior High School has employed an Alcohol Substance Abuse counselor to intervene with student discipline in these areas and works closely with the Hopi Youth Wellness Court to ensure that the students make corrective behavior in life.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

28

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dr. Paul E. Reynolds	(928) 738-5111
Transportation Policy	Mr. Lyle Laban	(928) 738-5111
Community Resources	Mr. Glenn Gilman	(928) 738-5111
School Nutrition Programs	Mr. Dodson Talashoma	(928) 738-5111
Parent Organization	Mr. Robert Miguel	(928) 738-5111
Student Health/Nurse	Ms. Bonnie Poleahla	(928) 738-5111

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 50 Copies = \$19.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.